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ABSTRACT

This annotated bibliography contains listings of books for use by students in beginning (1 and 2), intermediate (3 and 4), and advanced (5, 6, and 7) levels. For each of the levels, the books appear in one of three categories: basic textbooks, supplementary language skills, and reading skills. Pronunciation books are listed separately, some of which are for both students and teachers and others meant for teachers only. In addition, a list of resource books for teachers is provided. (DB)

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ESL

REFERENCE LIST OF MATERIALS FOR ENGLISH AS A SECOND LANGUAGE

LOS ANGELES CITY SCHOOLS / DIVISION OF CAREER AND CONTINUING EDUCATION / 1972

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BEGINNING (Levels 1 and 2)

BASIC TEXTBOOKS

Alesi, Gladys and Dora F. Pantell. *First Book in American English.* New York: Oxford Book, 1962.

Simple lesson material for beginning students. Vocabulary and situations relate to the needs of new Americans. Each lesson contains: conversation, reading, short writing exercises and pronunciation practice. Teacher will need to supplement with other materials.

Benardo, Leo U. and Dora F. Pantell. *English: Your New Language, Book 1.* Morristown, New Jersey: Silver Burdett, 1966.

Dialogues and pattern practices designed to teach communication skills. Situations follow the activities of a family of new Americans. A good supplementary section with vocabulary and situation pictures relevant to adult students is included. After the first few lessons, the book becomes too difficult for beginners. Careful planning is essential in order to make effective use of the unsequenced grammar drills.

Dixson, Robert J. and Isobel Y. Fisher. *Beginning Lessons in English.* Revised Edition. New York: Regents/Simon and Schuster, 1971.

Simple lesson material for beginning adults. This edition still appears to be based on a pre-audio-lingual approach to structure, sequencing, and drills.

Dixson, Robert J. *Modern American English, Book 1.* New York: Regents/Simon and Schuster.

There are four books in the series which are intended as a complete course of study in English as a foreign language, but supplementary material is necessary. This book also appears to follow a pre-audio-lingual approach.

English Language Services. *English 900, Books 1 and 2.* New York: Collier-Macmillan, 1964.

The English 900 series consists of six basic textbooks built upon a set of 900 base sentences. One hundred and fifty sentences are presented in each section, in groups of 15 per lesson. The course also includes 180 tapes and 5 graded readers. Mastery of the base sentences is stated to be the key to development of communication skills. Sequencing of structure may prove to be a problem for beginning and intermediate classes. Supplementary materials necessary. Teacher's manual should be studied by any teacher using the books.

English Language Services. *Elementary Course in English, Book 1.* Rockville, Maryland: English Language Services, 1969.

Aural-oral training is intended as the emphasis of this book-and-tape course (can be used without tapes). Each sequence of three lessons forms a unit which contains dialogues, reading selections, questions, conversation practices, pronunciation lessons, and dictation practices. The verb structures covered in Part One include the present and past of BE, the progressive, the "going to" future, the present and past of other verbs. Supplementary material is necessary.

Hall, Eugene J. and Sandra Costinett. *Orientation in American English, Text I.* 3rd Edition. Washington, D.C.: Institute of Modern Languages, 1971.

A situationally-oriented manual-type text which guides the teacher and class into action drills through which the basic tenses and grammatical structures are presented and practiced. Language used in social situations is presented in the form of response sequences. The book follows an unusual sequencing, beginning with the imperative and the past tense, and going on to present continuous, "going to" future, and simple present. It also contains reading related to the structure being taught. A workbook, tapebook, and tapes supplement the book. Formerly titled *Situational Reinforcement: Nucleus Course.*

Lado, Robert. *Lado English Series 1 and 2.* New York: Regents/Simon and Schuster, 1970.

This new series uses an oral approach to the teaching of English, through dialogues, pattern practices, exercises, reading, pronunciation drills, and writing sections. Generally well-sequenced; however, the dialogues are high school classroom oriented and sometimes unrealistic. Attractively illustrated. Workbooks and a series of tapes supplement the basic textbooks. Book 1 covers the present and past of the "be" verb and the present and past of selected regular and irregular verbs. Book 2 goes into the present and past progressive and future tenses, frequency adverbs, and selected modals.

Martin, Joseph. *Let's Speak English, Books 1 and 2.* Los Angeles: John French and Associates, 1970.

Book 1: 70 short lessons, each beginning with a dialogue, followed by oral practice drills and a paragraph for reading comprehension. Also includes pronunciation and writing exercises. Requires supplementary audio-lingual material.

Mitchell, Elizabeth Gillilan. *Beginning American English.* 2nd Edition. Englewood Cliffs, New Jersey: Prentice-Hall, 1965.

Simple conversational English for adult beginners. Each of the 25 units contains a dialogue and exercises on vocabulary, pronunciation, structure, and review. Contains illustrations designed for instructional use. Teacher's manual. Requires supplementary audio-lingual material.

National Council of Teachers of English. *English for Today. Books 1 and 2.* New York: McGraw-Hill, 1962.

Linguistically oriented and carefully graded series of books designed essentially for the secondary school student, but may be used with adult classes. Each book contains 25 lessons each, and includes pattern practice with charts and pictures, short conversations for practice, and reading selections.

Wright, Audrey L. and James H. McGillivray. *Aprendamos Ingles, Libro Uno.* New York: American Book. (Spanish edition of *Let's Learn English, Book 1.*)

Scope and sequence is organized. The book takes into consideration the adult's need to know the rules by providing grammer explanations in Spanish. Good exercises provide for manipulation of structure.

Wright, Audrey L. and James H. McGillivray. *Let's Learn English, Beginning Course, Books 1 and 2.* 3rd Edition. New York: American Book, 1966.

Basic texts containing dialogues, converstion practice, pronunciation exercises, writing practice, and vocabulary building, allowing for a variety of activities. Emphasis on oral English with extensive aural-oral practice. Books 1 and 2 consist of 12 lessons, with every fourth lesson a review unit. Revised edition is expected this year.

SUPPLEMENTARY LANGUAGE SKILLS

Boggs, Ralph Steele and Robert J. Dixson. *English Step by Step with Pictures.* New York: Latin American Institute Press, 1956.

A beginning book containing 50 short lessons using explanatory illustrations. Vocabulary of about 800 words. Includes some full-page charts (parts of the body, items of clothing. etc) Structures do not appear to be carefully controlled or sequenced.

Dixson, Robert J. *Regents English Workbooks.* New York: Regents/Simon and Schuster, 1956.

Workbooks on grammar, common usage, idioms, and vocabulary, designed to supplement basic textbooks. Simple explanations precede each lesson. Basically a reading and writing approach. Book 1 (elementary and intermediate) covers simple present, present continuous, simple past, simple future, "going to" future, and present perfect tenses.

English Language Services. *English Grammar Exercises, Book One.* New York: Collier-Macmillan, 1965.

The three books in the series contain exercises designed to provide material for drill in basic English structure patterns. Grammatical explanations limited to one or two examples at the beginning of each exercise, with a few exceptions. Many of the drills lend themselves to oral practice. Useful for review and reinforcement. Teachers will need to anticipate problems caused by some of the vocabulary words for Level 1, and even Level 2. Answers in back of book.

Hall, Eugene J. and Sandra Costinett. *Orientation in American English Workbook 1.* 3rd Edition. Washington, D. C.: Institute of Modern Languages, 1971.

Although closely coordinated with the lessons in *Orientation in American English Text 1,* this workbook can be used separately. Simple pictures present situations about which the student answers questions. Short readings with questions are also included. Note: *Tapebook 1* follows same format as *Workbook 1.*

Kane, John and Mark Kirkland. *Contemporary Spoken English, Books I-V.* New York: Thomas Y. Crowell, 196 .

The English structures presented in this series are carefully sequenced and controlled, using a limited vocabulary of high-frequency words. Structure is taught mainly through dialogues and substitution and transformation drills. Each lesson also has pronunciation and intonation drills. Most of the work is directed toward oral fluency, although a limited number of readings is also included. Book I uses only "to be" as a main verb; Book II works with the simple present tense; Book III deals with the past tense; Book IV works with the "going to" future and modals, and Book V introduces the present perfect tense. The books can be used in the upper levels as oral review material.

Taylor, Grant. *Learning American English.* New York: Saxon Press, 1956.

Oral and written drills for the beginning and intermediate student. Simplified box diagrams and numerous examples introduce grammatical structures. Also includes lessons on idiomatic expressions.

Taylor, Grant. *Mastering Spoken English.* New York: McGraw-Hill, 1965.

Exercises, drills, and conversations for oral practice. All material is on tapes and records, and the book is intended to be used as a workbook in the classroom or language lab. However, the lessons can be used by the teacher or the students without the recordings. Sequence of lessons follows Part 1 of Taylor's *Mastering American English.* Dictation exercises appear in Part 2 of the book.

READING SKILLS

Alesi, Gladys and Dora Pantell. *Family Life in the USA.* New York: Regents/Simon and Schuster, 1962.

An easy reader designed to reach both ESL students and literacy students. Stories and dialogues deal with situations met in everyday life by a family of newcomers to the United States.

Allen, Virginia French. *People in Livingston: A Reader for Adults Learning English.* New York: Thomas Y. Crowell, 1953.

A low intermediate level reader for adults. Stories about people and life in a small American town. Brief comprehension exercises follow each story or dialogue. Can also be used in Level 3.

Costinett, Sandra. *Structure Graded Readings in English, Book One.* Washington, D.C.: Gemini Books, 1970.

A carefully structured reader, contemporary in design and content. Structure limited to BE in simple sentence structures, with limited examples of HAVE and the simple present tense. For level 2, because of the vocabulary.

McGillivray, James H. and James R. Echols. *Let's Take a Trip.* New York: American Book, 1962.

A reader for launched beginners, both at the high school and adult level. Each lesson consists of a narrative describing a particular part of the US, a short play, drills, and exercises.

McGillivray, James H. and James R. Echols. *People at Work.* New York: American Book, 1961.

Readings with drills and exercises for beginners.

Reader's Digest. *Reading Skill Builders, Grade Two, Parts One, Two and Three.* Pleasantville, N.Y.: Reader's Digest Services, 1958, 1959.

Stories and articles adapted from the Reader's Digest for young readers. Consequently, some of the material at this low level may not be of interest to the adult ESL student. The articles, however, can be used as supplementary reading material for Level 2 students.

INTERMEDIATE (Levels 3 and 4)

BASIC TEXTBOOKS

Alesi, Gladys E. and Dora F. Pantell. *Second Book in American English.* New York: Oxford Book, 1962.

Follows the same general pattern as the *First Book in American English.* Dialogues are overlong for memorization, but situations are useful for the average adult student. Supplementary material is necessary for structure.

Benardo, Leo U. and Dora F. Pantell. *English: Your New Language, Book 2.* Morristown, N. J.: Silver Burdett, 1967.

Dialogues and situations follow the activities of a new American family introduced in Book 1. Book requires careful planning in order to make effective use of the unsequenced grammar drills. Includes an imaginative supplementary section.

Brown, Thomas H. and Karl C. Sandberg. *Conversational English.* Waltham, Mass.: Blaisdell Publishing, 1969.

Intermediate text for students who have fundamental knowledge and understanding of English but who need practice in oral communication. Realistic dialogues introduce units and contain structural points of the chapter. Excellent drills, ranging from controlled pattern drills to exercises for free conversation. Also contains writing and composition exercises. Most useful at level 4, but can also be used at level 5.

Dixson, Robert J. *Modern American English, Book 2.* New York: Regents/Simon and Schuster, 1962.

(See notes for Book 1 of series.)
Book 2 reviews the structure of Book 1 and goes on into the future, past continuous, and perfect tenses.

Dixson, Robert J. *Modern American English, Book 3.* New York: Regents/Simon and Schuster, 1962.

(See notes for Book 1 of series.)
Book 3 reviews the structures of the earlier books, then goes on into conditional sentences and indirect speech. Dialogues and readings are somewhat elementary for the level of grammar presented.

English Language Services. *English 900, Books 3 and 4.* New York: Macmillan, 1964.

(See notes for Books 1 and 2 of series.)
Book 4 introduces an oral practice section of Participation Drills.

English Language Services. *Elementary Course in English, Book 2.* Rockville, Maryland: English Language Services, 1969.

(See notes for *Elementary Course in English, Book 1.*)
The basic organization of the book is around the verb and the verb phrase, classified into four groups: the verb "be," other verbs, auxiliaries "do" and "have," and modals.

English Language Services. *Intensive Course in English, Advanced 1.* Rockville, Maryland: English Language Services, 1969.

(See notes for *Elementary Course in English, Book 1.*)
The content of the reading selections and dialogues is based on the different aspects of life in the United States. The grammar lessons appear to be traditionally oriented and unsequenced.

Hall, Eugene. *Practical Conversations in English, Intermediate and Advanced.* New York: Regents/Simon and Schuster.

Vocabulary, idioms, and grammatical structures introduced through dialogues. Structure is presented as a review rather than as an initial presentation. Can be used as a basic textbook along with supplementary materials.

Lado, Robert. *Lado English Series, Book 3.* New York: Regents/Simon and Schuster, 1970.

(See notes for Books 1 and 2 of series.)
Book 3 covers the present perfect tense, the passive voice, comparison of adjectives and adverbs, subordination and coordination. There is greater stress on reading and reading comprehension. Dialogues are high school classroom oriented.

Martin, Joseph. *Let's Speak English, Book 2.* Los Angeles: John French and Associates, 1970.

(See notes for Book 1 of series.)
Book 2 continues learning patterns established in Book 1, with a dialogue, oral drills, reading, pronunciation, and writing exercises. Suitable for a low intermediate level, but supplementary material is necessary.

National Council of Teachers of English. *English for Today, Books 3 and 4.* New York: McGraw-Hill, 1962.

(See notes for Books 1 and 2 of series.)
Book 3 contains 25 lessons consisting basically of three sections: reading and comprehension exercises; grammar for oral and written work, including short compositions. Structure lessons cover conditional sentences and adjective and adverb clauses, making the text more suitable for high intermediate students.

Book 4 continues with more advanced structure, with exercises suitable for both oral and written work. Contains longer reading selections and more writing practice.

Wright, Audrey L. and Ralph P. Barrett. *Let's Learn English, Book 3.* 3rd Edition. New York: American Book, 1966.

(See notes for Books 1 and 2 of series.)
Book 3 reviews structure of Books 1 and 2, in addition to presenting new patterns. Teachers may find it necessary to present simple past tense earlier than its appearance in Lesson 11. Provides a variety of exercises suitable for oral practice, with reinforcement by written work.

Wright, Audrey L. and W. Bryce Van Syoc. *Let's Learn English, Beginning Course, Book 4.* New York: American Book, 1967.

(See notes for Books 1 and 2 of series.)
Book 4, despite its academic orientation, is designed for use with the aural-oral method, with emphasis on spoken English. Provides continual review and practice of structures introduced in earlier books of the series, with the addition of more advanced patterns. Much of the structure may be more suitable for an advanced level.

SUPPLEMENTARY LANGUAGE SKILLS

Dixson, Robert J. *Regents English Workbook 2.* New York: Regents/Simon and Schuster.

Book 2, designed for the intermediate and advanced levels, contains reviews of Book 1 material, plus the past continuous, present perfect continuous, and conditional forms, as well as gerunds and the passive. Basically a reading and writing approach.

Dixson, Robert J. *Tests and Drills in English Grammar.* New York: Regents/Simon and Schuster, 1957. (Revised edition due in 1971.)

Simple explanations and examples introduce the grammatical structures of each lesson. A variety of practice exercises follows. Basically a reading and writing approach.

English Language Services. *English Grammar Exercises, Book 2.* New York: Collier-Macmillan, 1965.

(See notes for Book 1 of series.)
Book 2 continues with drills on basic structures, expanding on them. Exercises for oral and written work on: the perfect tenses, modals, adjectives, adverbs, reflexive words, substitute nouns, and ing-forms and past participles as noun modifiers. Answers appear in back of book.

Franklin, Harry B., Herbert G. Meikle, and Jeris E. Strain. *Vocabulary in Context.* Ann Arbor, Michigan: University of Michigan Press, 1964.

Gives practice in the use of relatively simple vocabulary. Helpful for low intermediate students who need practice in conversation, providing drills on various problem areas such as two-word verbs, prepositions, and modals. Every 10th lesson is a review lesson.

READING SKILLS

Binner, Vinal O. *American Folktales 1 and 2.* New York: Thomas Y. Crowell 1966, 1968.
A two-volume series of intermediate-level supplementary readers. Folktales deal with subjects of general interest. Exercises included after each story for vocabulary, idioms, structure drills, dictation, and pronunciation practices.

Binner, Vinal O. *International Folktales 1 and 2.* New York: Thomas Y. Crowell, 1966, 1968.
A two-volume series of intermediate-level readers. The lessons contain abundant materials for dialogues, structure drills, comprehension questions, and dictations. Stories are designed to stimulate discussion. For levels 4 and 5.

Costinett, Sandra. *Structure Graded Readings in English, Book 2.* Washington, D.C.: Gemini Books, 1970.
A fine reader with interesting, relevant articles and a variety of exercises for oral and written work. One reservation: the verb structure is limited to the simple present tense, despite the extensive vocabulary and complex sentence patterns.

Dixson, Robert J. *Elementary Reader in English.* Revised Edition. New York: Regents/ Simon and Schuster, 1971.
Reading selections for the low intermediate student, with content of interest to the adult student. Vocabulary range stays generally within the first thousand most commonly used words of Thorndike. The revised edition has up-dated illustrations and added exercises, but the orientation still appears to be pre-audio-lingual.

English Language Services. *Collier-Macmillan English Readers: Cowboys in Alaska, The Island of Truth, Stories to Surprise You.* New York: Macmillan, 1964.
Small paperback readers. *Cowboys in Alaska* and *The Island of Truth* are designed to supplement the English 900 course. Contains comprehension, word study, and structure exercises. For level 4.

English Language Services. *Collier-Macmillan English Readers: The People Speak, The Love Letter, The Silver Elephant.* New York: Macmillan, 1964.
Graded readers designed to supplement the English 900 course. Small paperback readers. Contains comprehension, word study, and structure exercises. For level 3.

Reader's Digest. *Reading Skill Builders, Grades Three and Four, Parts One, Two and Three.* Pleasantville, N.Y.: Reader's Digest Services, 1959.
Stories and articles adapted from the Reader's Digest for young readers. However, can be used as supplementary reading material for the adult ESL student. Comprehension and word study exercises included.

ADVANCED (Levels 5, 6 and 7)

BASIC TEXTBOOKS

Doty, Gladys G. and Janet Ross. *Language and Life in the USA.* 2nd Edition, New York: Harper & Row, 1968.

Designed for advanced students who need a structural review. Includes sections for listening comprehension, reading, grammar, phonology, and writing. Reading selections consist of advanced essays on American culture. A comprehensive book of special value to the college-bound adult.

English Language Services. *English 900, Book 5 and 6.* New York: Collier-Macmillan, 1964.

(See notes for Books 1, 2, 3 and 4 of this series.)

Books 5 and 6 feature participation drills for classroom use, as well as grammar study materials and review exercises.

English Language Services. *Intensive Course in English, Vol. III, Advanced 2.* Washington, D.C.: English Language Services, 1965.

(See notes for Beginning 1 and Beginning 2 of series.)

Dialogues and reading selections focus on aspects of American life. It will be necessary to supplement the grammar lessons with additional material.

Praninskas, Jean. *Rapid Review of English Grammar: For Students of English as a Second Language.* Englewood Cliffs, N.J.: Prentice-Hall, 1961.

Designed as a remedial text for students who wish to master English by establishing correct language habits. Introduces simple, basic sentence patterns, which are later combined and/or rearranged to produce longer, complex sentences. An integrated course, with some excellent written and oral exercises.

Robinson, Lois. *Guided Writing.* New York: Harper & Row, 1967.

A structured advanced level text that contains material to develop writing skills. Strong grammar reinforcement throughout. Subject material of interest to adult students. Reference unit at back of book.

Van Syoc, Bryce and Florence S. Van Syoc. *Let's Learn English, Book 5.* 3rd Edition. New York: American Book.

(See notes for Books 1 and 2 of series.)

Book 5 continues format of earlier books, with greater emphasis on vocabulary, reading, and writing practice.

Wishon George E. and Julia M. Burks. *Let's Write English, Book 1.* New York: American Book.

Designed to provide systematic training in writing to advanced ELS students through: development of simple basic sentence patterns into expanded and transformed forms, combination of these sentences into paragraphs and short compositions. Includes varied writing exercises.

Wishon, George E. and Julia M. Burks. *Let's Write English, Book 2.* New York: American Book, 1968.

Designed to familiarize students with the major prose forms (narration, description, argumentation, and explanation) through practice. Points out the difference between the written and spoken language. Intended to lead the ESI student to competence in fulfilling the writing requirements in college and/or a profession.

SUPPLEMENTARY LANGUAGE SKILLS

Dixson, Robert J. *Practice Exercises in Everyday English for Foreign Students.* New York: Latin American Institute Press, 1957.

A drill book for advanced students. Each grammatical and idiomatic principle is introduced with a short, simple explanation, with different types of exercises available for practice of that point.

Dixson, Robert J. *Regents English Workbook 3.* New York: Regents/Simon and Schuster.

(See notation for Workbooks 1 and 2.)

Book 3, designed for the advanced level, reviews structure appearing in Books 1 and 2, and presents drills on areas of special difficulty. Includes 10 stories for reading comprehension practice. Basically a reading and writing approach.

Dykstra, Gerald, Richard Port and Antonette Port. *A Course in Controlled Composition: Ananse Tales.* 2 vols. New York: Teachers College Press, Columbia, 1966.

A text-and-workbook course designed to develop writing skills. Short graded reading selections are followed by a graded sequence of exercises for controlled practice. Accompanying workbook can be used with basic study book in various ways. Teacher's manual provides suggestions for use.

English Language Services. *English Grammar Exercises, Book 3.* New York: Collier-Macmillan, 1965.

(See notes for Book 1 and 2 of series.)

Book 3 contains drills on subordinate phrases and clauses, including adjective, noun, adverbial clauses, prepositional phrases, two-word verbs, idioms, and conditional sentences. Answers appear in back of book.

English Language Services. *The Key to English Series.* New York: Macmillan, 1964.

Ten pamphlet-type books designed to advance the student's mastery of some aspects of the language that have proven to be of special difficulty. The titles include:

Prepositions 1	Figurative Expressions
Prepositions 2	Nouns
Two-Word Verbs	Adjectives 1
Verbs	Adjectives 2
Vocabulary	Letter Writing

Can be used by the student alone as supplementary drill material in class. Suitable for high intermediate and advanced levels.

McCallum, George. *Idiom Drills.* New York: Thomas Y. Crowell, 1970.
Intermediate to advanced level idiom drill text. Contains 30 dialogues, informative and adult in content, and complete substitution drills for each, plus review. Six long reading exercises spaced throughout for additional review.

Paratore, Angela. *English Dialogues for Foreign Students.* New York: Holt, Rinehart and Winston, 1956.
Consists of 100 short dialogues designed to increase the student's proficiency in oral communication. The author recommends that the dialogues "be discussed as to content, analyzed as to grammatical form, drilled aloud by repetition after a live speaker, memorized and written from dictation."

Phinney, Maxine Guin, Ruth Hok, Shirley Minkewitz and Don L.F. Nilsen. *English Conversation Practices.* Ann Arbor, Michigan: The University of Michigan Press, 1968.
A supplementary book for high intermediate and advanced students, designed to provide practice in conversation, leading to control of common English sentence patterns. Contains 26 lessons based on advanced grammatical structures. Complements the Michigan *Intensive Course in English* series.

Taylor, Grant. *Mastering American English.* New York: Saxor Press, 1956.
A comprehensive book of exercises divided into two sections, intermediate and advanced. Reviews material in *Learning American English.* Suitable either for oral or written drills. Grammatical structures introduced only by examples, requiring explanations by the teacher.

READING SKILLS

Allen, Virginia French. *People in Fact and Fiction.* New York: Thomas Y. Crowell, 1957.
Reading selections for advanced students adapted from American stories, essays, and biographies. Footnotes explain words outside the 2000 words of the Thorndike-Lorge list of 3000, which are used in the selections. Includes comprehension, word study, and grammar exercises.

Bigelow, Gordon E. and David P. Harris. *The United States of America: Readings in English as a Second Language.* New York: Holt, Rinehart, and Winston, 1960.
Contains 26 objective essays about the U.S.A.—its foundation, its regions, and ways of life, as well as selections from American literature. For advanced adult ESL students. Involves use of reading and writing skills, vocabulary building, pronunciation, intonation and sentence structure.

Croft, Kenneth. *Reading and Word Study for Students of English as a Second Language.* Englewood Cliffs, N.J.: Prentice-Hall, 1960.
Part I consists of 24 American short stories adapted for high intermediate students. Comprehension exercises included. Part II contains 24 chapters on word study—word classification, word formation, and recognition of word classes. The two parts of the text can be used jointly or independently.

English Language Services. *Collier-Macmillan English Readers: Twelve Famous Americans, The Story of My Life, Scenes of America.* New York: Macmillan, 1964.

Small paperback readers. *Scenes of America* is designed to accompany *English 900, Book 6.* The others are part of a series of readers using a 3000 word vocabulary. Contains comprehension drills, word study exercises, and questions for discussion.

Hollander, Sophie Smith. *Impressions of the United States.* New York: Holt, Rinehart, and Winston, 1964.

A series of long letters written by foreign-born students describing their experiences and impressions as they make their home in a strange land. The letter form allows for colloquial and practical words and expressions. Comprehension questions follow each selection. The glossary serves as a self-study aid for the student, with word patterns and figurative expressions defined and explained. A reader for students at the intermediate-advanced levels.

Kurilecz, Margaret. *Man and His World.* New York: Thomas Y. Crowell, 1969.

Thought-provoking essays of universal significance presented at a moderate level of reading difficulty. Suitable for advanced adult students. Excellent vocabulary study, with a variety of drills, designed to build vocabulary and develop reading comprehension. Although it is called a structured reader, it can also serve as a basic textbook providing for instruction of structure and pronunciation as well, through the four skills.

Reader's Digest. *Reading Skill Builders, Grades Five, Six, Parts One, Two and Three.* Pleasantville, N.Y.: Reader's Digest Services, 1960.

Stories and articles adapted from the Reader's Digest. Comprehension and word study exercises, as well as suggestions for oral discussions and written work.

Steinbeck, John. *The Pearl.* New York: Bantam Books, 1947.

The classic story of a fisherman, a pearl, and his family. Contains no exercises, but can provide a rich source of ideas for oral discussions and written exercises.

Taylor, Grant. *American English Reader.* New York: McGraw-Hill, 1960.

An advanced level reader that contains articles and stories adapted for non-native speakers. Designed for intensive reading practice. Consists of 12 reading selections with comprehension questions and extensive exercises suitable for both oral and written practice. Excellent vocabulary exercises.

PRONUNCIATION BOOKS

Allen, Robert L., Virginia French Allen, and Margaret Shute. *English Sounds and Their Spellings.* New York: Thomas Y. Crowell, 1966.

This handbook for both teachers and students focuses on the correspondence existing between English sounds and English spelling patterns. Each lesson also offers practice in hearing, saying, reading, and writing words containing the sounds and letter combinations featured in that lesson or earlier lessons. Can be used for both reference or review a short period each day.

Crowell, Thomas Lee, Jr. *Modern Spoken English.* New York: McGraw-Hill, 1961.

Drills and exercises for the advanced student. Contains detailed descriptions and instructions for the articulation of the sounds of English.

English Language Services. *Consonants and Vowels.* New York: Collier-Macmillan, 1966.

A basic drill book of individual sounds and sound combinations. Spelling and pronunciation aids included. 24 tapes available.

English Language Services. *Stress and Intonation, Books I and II.* New York: Collier-Macmillan, 1967.

Two supplementary pronunciation drill books. Contain numerous exercises and dialogues on word stress, word combination stress, intonation, and comprehension. Teacher's manual available. Volume I has corresponding 14 tapes, Volume II, 16 tapes.

Gordon, Morton J. and Helene H. Wong. *A Manual for Speech Improvement.* Englewood Cliffs, N.J.: Prentice-Hall, 1961.

A helpful manual for teachers, offering some good ideas for speech improvement. Designed for students with Asian language backgrounds, but useful with all ESL students.

Lado, Robert and Charles C. Fries. *English Pronunciation.* Ann Arbor, Michigan: The University of Michigan Press, 1954.

Exercises in sound segments, intonation, and rhythm, a part of the Michigan *Intensive Course in English* series. Based on a contrastive analysis of English and Spanish, but most of the exercises are useful for speakers of all language backgrounds. Contains charts, diagrams, and explanations. A good resource book for teachers.

Nilsen, Don L.F., and Alleen Pace Nilsen. *Pronunciation Contrasts in English.* New York: Regents/Simon and Schuster, 1971.

A resource and reference book for teachers in dealing with pronunciation problems. Consists of exhaustive lists of minimal pairs of words, used also in short sentences. Also includes: language lists designed to point out contrasts of special difficulty for specific languages, comparative charts, and diagrams of sound production.

Prator, Clifford H., Jr. *Manual of American English Pronunciation.* Rev. ed. New York: Holt, Rinehart, and Winston, 1957.

A manual and drill book of American pronunciation and intonation for foreign students, particularly at the college level. Includes valuable articulatory descriptions and diagrams, and many drills. Uses IPA transcriptions and diagrams, and many drills. Uses IPA transcription heavily. A resource and reference book for teachers.

Trager, Edith Crowell and Sara Cook Henderson. *Pronunciation Drills for Learners of English: The P.D.'s.* Washington, D.C.: English Language Services, 1965.

Each sound is first drilled alone, next in minimal pairs, and then in short sentences. Vowels, consonants, stress, and intonation drilled with emphasis on pronunciation rather than meaning. Uses Trager-Smith phonetic alphabet. Useful for teachers in presenting drills.

Wallace, Betty J. *The Pronunciation of American English for Teachers of English as a Second Language.* Ann Arbor, Michigan: George Wahr Publishing, 1961.

An excellent resource and reference book of pronunciation for teachers. Part I consists of a general orientation to the pronunciation of American English, with charts and diagrams. Part 2 consists of pronunciation exercises on individual sounds, rhythm, and intonation. Includes teaching hints and techniques.

TEACHER'S RESOURCE BOOKS

Dixson, Robert J. *Essential Idioms in English.* Revised edition. New York: Regents/Simon and Schuster, 1971.

A drill book designed to teach students how to use some 400 high-frequency idioms, through definitions, illustrations, example sentences, and practice exercises. Includes Spanish, French, and German equivalents of the essential idioms.

English Language Services, *A Practical English Grammar.* New York: Collier-Macmillan, 1968.

Structural rules and explanations designed to give practical aid to the intermediate or advanced student. The ESL *English Grammar Exercises, Books 1, 2, and 3* can be used as supplementary exercise material.

Finocchiaro, Mary. *Let's Talk.* New York: Regents/Simon and Schuster, 1970.

A book of conversations designed to provide students with the opportunity to practice language in realistic situations. Dialogues can be selected for their situational content, their use as a point of departure for the presentation or practice of a grammatical feature, or their general suitability to the linguistic or cultural feature of a lesson. Suitable for beginning and intermediate classes.

Finocchiaro, Mary and Violet Hoch Lavenda. *Selections for Developing English Language Skills.* New York: Regents/Simon and Schuster, 1966.

Listening comprehension, reading comprehension, and dictation exercises designed to contribute to the development of all essential language skills. Each selection can serve multiple purposes, depending on the level of the group.

Hall, Eugene J. *Building English Sentences With Be. Building English Sentences With One Verb. Building English Sentences With Two Verbs. Building English Sentences With Verbals.* New York: Regents/Simon and Schuster, 1969.

A series of books with exercises designed to show the ways to which basic patterns can be combined to create longer sentences. The drills can be used for both oral and written practice.

Krohn, Robert. *English Sentence Structure.* Ann Arbor, Michigan: The University of Michigan Press, 1971.

The successor to *English Sentence Patterns,* a part of the Michigan Intensive Course in English series. Compatible with the other books in the series. Teacher will find the revision easier to use.

Lado, Robert, and Charles C. Fries. *English Sentence Patterns.* Ann Arbor, Michigan. The University of Michigan Press, 1958.

Basic sentence patterns are presented in lessons designed to develop habits through oral practice. Best utilized as teacher resource material. Part of the Michigan *Intensive Course in English* series which includes: *English Pronunciation, English Pattern Practices,* and the revised *English Conversation Practices.* Tapes, charts, and flash cards available.

Newmark, Leonard, Jerome Mintz, and Jan Ann Lawson. *Using American English.* New York: Harper & Row, 1964.

Dialogues plus three additional sets of structural and lexical variants directly usable in the basic conversation. Besides serving as imitable models for everyday situations, these materials are designed to teach the ability to produce new sentences. For intermediate and advanced students who need practice in using English.

Rand, Earl. *Constructing Sentences.* New York: Holt, Rinehart, and Winston, 1969.

Consists of 112 highly controlled transformational drills designed to teach students how to combine two or more simple, basic sentences into one long, complex sentence, through coordination and subordination. Can be used for written or oral practice with intermediate and advanced level students.

Rutherford, William E. *Modern English: A Textbook for Foreign Students.* New York: Harcourt, Brace, and World, 1968.

Linguistically-oriented, college-level book, based on a transformational-generative approach to English structure. Some of the drills can be adapted for adult classes, but they need to be carefully selected since many appear deceptively simple. Basically a reference book for teachers, with ideas for a variety of oral drills.

Taylor, Grant. *Practicing American English.* New York: McGraw-Hill, 1960.

Pattern drills for oral and written practice, for the beginning and intermediate levels. Contains 516 pattern drills, with picture groups and word lists which can be used in creating further drills.

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